

Curriculum Committee Meeting

Wednesday, April 10, 2019 8:15 AM

Central Office Conference Room, 24 School Road, Weston, CT 06883-1623

I. **Call to Order**

II. **Curricular discussion of Facilities Feasibility Study Options**

III. **Information on Holocaust and genocide education legislation as it pertains to WPS curriculum**

IV. **Update and presentation on K-12 science renewal process**

V. **Update on WHS graduation requirement for the Class of 2023**

VI. **Discuss the format for upcoming Annual Instructional Update on May 8, 2019**

VII. **Approval of March 2019 minutes**

VIII. **Other curricular issues**

Information on The Holocaust and Genocide Education and Awareness Act:

<https://portal.ct.gov/SDE/Publications/Teaching-the-Holocaust/Introduction>

Assured Experiences for All Students at WMS and WHS

Grade 8 ELA	Students read <i>A Land of Permanent Goodbyes</i> , a novel detailing a Syrian teenager's experience fleeing his war-torn homeland. Teachers provide historical context for the Syrian Civil War.
Grade 9 ELA	Students in English 9 and English 9 Honors read <i>Night</i> . Teachers provide an overview of the historical background of the Holocaust.
Grade 10 Social Studies	Students in Modern World Studies and Honors Modern World Studies spend a significant amount of time studying the Holocaust as a 12-year period from the rise of Nazi Germany to World War II. Additionally, students study racial discrimination, anti-Semitism, and human rights violations covering genocides in Armenia and Cambodia, treatment of Eastern Europeans and Asian populations at various times of the 20th century. Students learn about the creation of Israel as an outcome of the Holocaust, and study the challenges in the Middle East as a result.
Grade 11 Social Studies	Students in American Studies and AP US History study the Holocaust during their WWII units of study. Additionally, students look at human rights issues when studying elements of the Cold War with Eastern Europe, the Middle East, and the Vietnam Conflict as America emerges as a global leader in the 20th century. Students also study discrimination and racial challenges with regards to immigration in America.

Specialized Case Studies in Human Rights

Grade 6 Social Studies	Curriculum unit on Conflict: students study how conflict among nations can be classified into themes--including desire for land, resources, power, control, and cultural practices. Case studies have included elements of human rights violations and genocide.
Grade 7 Social Studies	Curriculum unit on Human Rights: students examine various human rights violations through a global studies perspective. Through the lens of the UN Sustainable goals, students engage in real-world problem solving inquiries using themes from the school year.

Elective Experience

Facing History and Ourselves	Specialized for grades 11-12, students study Human Rights education with a particular focus on genocide. The course begins with a focused case study on the Holocaust and uses themes from this first unit to examine cases of human rights violations from a global perspective.
------------------------------	---

Authentic Experiences

When time and resources allow, we invited speakers to address our students. This year, students will have the following authentic experiences:

- In May 2019, a Holocaust survivor is speaking to our grade 6 and 7 students.
- In May 2019, members of the Israeli Youth Emissaries are visiting social studies classes at the high school.
- We are currently working to schedule Mohammed Almasri, a Syrian refugee, to speak to our grade 8 students.



General Assembly

Raised Bill No. 452

February Session, 2018

LCO No. 2096

02096 _____ ED _

Referred to Committee on EDUCATION

Introduced by:

(ED)

AN ACT CONCERNING THE INCLUSION OF HOLOCAUST AND GENOCIDE EDUCATION AND AWARENESS IN THE SOCIAL STUDIES CURRICULUM.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Subsection (a) of section 10-16b of the 2018 supplement to the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2018*):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science; social studies, including, but not limited to, citizenship, economics, geography, government, [and] history [and Holocaust and genocide education and awareness in accordance with the provisions of section 2 of this act](#); computer programming instruction; and in addition, on at least the secondary level, one or more world languages and vocational education. For purposes of this subsection, world languages shall include

American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

Sec. 2. (NEW) (*Effective July 1, 2018*) (a) For the school year commencing July 1, 2018, and each school year thereafter, each local and regional board of education shall include Holocaust and genocide education and awareness as part of the social studies curriculum for the school district, pursuant to section 10-16b of the general statutes, as amended by this act. In developing and implementing the Holocaust and genocide education and awareness portion of the social studies curriculum, the board may utilize existing and appropriate public or private materials, personnel and other resources.

(b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of Holocaust and genocide education and awareness under this section.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2018</i>	10-16b(a)
Sec. 2	<i>July 1, 2018</i>	New section

Statement of Purpose:

To include Holocaust and genocide education awareness in the social studies curriculum for public schools.

[Proposed deletions are enclosed in brackets. Proposed additions are indicated by underline, except that when the entire text of a bill or resolution or a section of a bill or resolution is new, it is not underlined.]



EdReports Breaks New Ground with Inaugural Science Reviews

EdReports.org announced the results of its first round of science reviews for grades 6-8. Its findings revealed that one of the six instructional materials series fully met criteria.

February 28, 2019

EdReports.org, a nonprofit that provides free reviews of instructional materials, announced the results of its first round of science reviews for grades 6-8. Its findings revealed that one of the six instructional materials series fully met criteria.

“With 19 states (including Washington D.C.) adopting the Next Generation Science Standards and 21 other states adopting standards informed by NGSS and A Framework for K-12 Science Education, there is a clear need from the field for materials that are also designed for the innovations of the NGSS. Ultimately, we hope our reviews help ensure teachers have the resources they need to foster student success,” said EdReports.org’s Executive Director Eric Hirsch.

Content Review Teams, comprised of expert science educators from across the country, analyzed programs over the course of several months. Hundreds of hours were spent identifying evidence and scores for the five characteristics of the NGSS innovations: Making Sense of Phenomena and Designing Solutions to Problems, Three-Dimensional Learning, Building K-12 Progressions, Alignment with English Language Arts and Mathematics, and All Standards, All Students. The EdReports rubric and review methodology is free and publicly available on its website.

Materials that met criteria for alignment were then further evaluated on usability criteria which include supports for educators, multiple strategies for meeting the needs of a range of learners, strong student assessment practices and effective use of technology.

Across the six middle school science series, review teams found the following:

Met Expectations for Alignment to NGSS:

- Amplify Science (Amplify)

Partially Met Expectations for Alignment to NGSS:

- HMH Science Dimensions Grades 6-8 (Houghton Mifflin Harcourt)

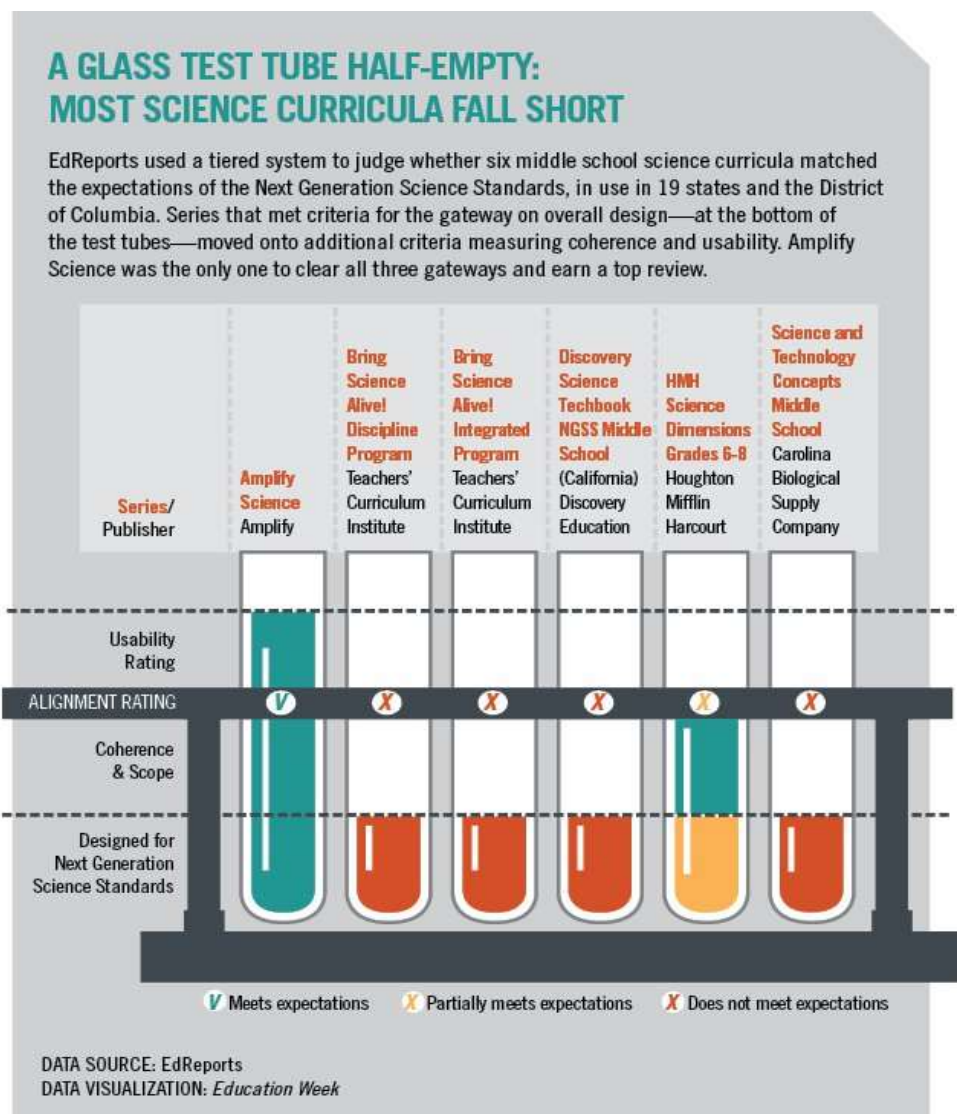
Did Not Meet Expectations for Alignment to NGSS:

- Science and Technology Concepts Middle School (Carolina Biological Supply Company)
- Discovery Science Techbook for California NGSS Middle School (Discovery Education)
- Bring Science Alive! Integrated Program (Teachers' Curriculum Institute)
- Bring Science Alive! Discipline Program (Teachers' Curriculum Institute)

Ted Willard, Assistant Executive Director for Science Standards at the National Science Teachers Association, celebrated the release. “The Next Generation Science Standards have the power to transform science education by enabling students to learn science the way it is practiced and experienced in the real world,” Willard said. “The standards recommend significant shifts in science teaching, and the instructional materials teachers use need to reflect these important changes. Districts are looking to independent third parties like EdReports to help guide them in the selection of high-quality science instructional materials. These science reports will give educators a highly useful piece of evidence they need to navigate the instructional materials market and make informed decisions.”

Hirsch adds, “There has been a shortage of reviews available of year-long science programs, yet these programs remain the backbone of classroom curriculum nationwide. We’ve heard from states, districts, and schools how much our reviews help them reflect on the materials they are currently using and may consider in the future. We expect the extensive evidence documented in our reports will empower districts with the data they need to ask the right questions and make the best decisions.”

EdReports.org will continue to review additional 6-8 print and digital instructional materials in science and will release the results on a rolling basis. Elementary school reports will be available early in 2020 and high school reports down the line.





Substitute Senate Bill No. 1026

Public Act No. 17-42

AN ACT CONCERNING REVISIONS TO THE HIGH SCHOOL GRADUATION REQUIREMENTS.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-221a of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) For classes graduating from 1988 to 2003, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

(b) For classes graduating from 2004 to ~~2020~~ 2022, inclusive, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty credits, not fewer than four of which shall be in English, not fewer than three in mathematics, not fewer than three in social studies, including at least a one-half credit course on civics and American government, not fewer than two in science, not fewer than one in the arts or vocational education and not fewer than one in physical education.

~~[(c) Commencing with classes graduating in 2021, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed (1) a minimum of twenty-five credits, including not fewer than: (A) Nine credits in the humanities, including not fewer than (i) four credits in English, including composition; (ii) three credits in social studies, including at least one credit in American history and at least one-half credit in civics and American government; (iii) one credit in fine arts; and (iv) one credit in a humanities elective; (B) eight credits in science, technology, engineering and mathematics, including not fewer than (i) four credits in mathematics, including algebra I, geometry and algebra II or probability and statistics; (ii) three credits in science, including at least one credit in life science and at least one credit in physical science; and (iii) one credit in a science, technology, engineering and mathematics elective; (C) three and one-half credits in career and life skills, including not fewer than (i) one credit in physical~~

education; (ii) one-half credit in health and safety education, as described in section 10-16b; and (iii) two credits in career and life skills electives, such as career and technical education, English as a second language, community service, personal finance, public speaking and nutrition and physical activity; (D) two credits in world languages, subject to the provisions of subsection (g) of this section; and (E) a one credit senior demonstration project or its equivalent, as approved by the State Board of Education; and (2) end of the school year examinations for the following courses: (A) Algebra I, (B) geometry, (C) biology, (D) American history, and (E) grade ten English.]

(c) Commencing with classes graduating in 2023, and for each graduating class thereafter, no local or regional board of education shall permit any student to graduate from high school or grant a diploma to any student who has not satisfactorily completed a minimum of twenty-five credits, including not fewer than: (1) Nine credits in the humanities, including civics and the arts; (2) nine credits in science, technology, engineering and mathematics; (3) one credit in physical education and wellness; (4) one credit in health and safety education, as described in section 10-16b; (5) one credit in world languages, subject to the provisions of subsection (g) of this section; and (6) a one credit mastery-based diploma assessment.

(d) Commencing with classes graduating in [2021] 2023, and for each graduating class thereafter, local and regional boards of education shall provide adequate student support and remedial services for students beginning in grade seven. Such student support and remedial services shall provide alternate means for a student to complete any of the high school graduation requirements [or end of the school year examinations] described in subsection (c) of this section, if such student is unable to satisfactorily complete any of the required courses or exams. Such student support and remedial services shall include, but not be limited to, (1) allowing students to retake courses in summer school or through an on-line course; (2) allowing students to enroll in a class offered at a constituent unit of the state system of higher education, as defined in section 10a-1, pursuant to subdivision (4) of subsection (g) of this section; (3) allowing students who received a failing score, as determined by the Commissioner of Education, on an end of the school year exam to take an alternate form of the exam; and (4) allowing those students whose individualized education programs state that such students are eligible for an alternate assessment to demonstrate competency on any of the five core courses through success on such alternate assessment.

(e) Any student who presents a certificate from a physician or advanced practice registered nurse stating that, in the opinion of the physician or advanced practice registered nurse, participation in physical education is medically contraindicated because of the physical condition of such student, shall be excused from the physical education requirement, provided the credit for physical education may be fulfilled by an elective.

(f) Determination of eligible credits shall be at the discretion of the local or regional board of education, provided the primary focus of the curriculum of eligible credits corresponds directly to the subject matter of the specified course requirements. The local or regional board of education may permit a student to graduate during a period of expulsion pursuant to section 10-233d, if the board determines the student has satisfactorily completed the necessary credits pursuant to this section. The requirements of this section

shall apply to any student requiring special education pursuant to section 10-76a, except when the planning and placement team for such student determines the requirement not to be appropriate. For purposes of this section, a credit shall consist of not less than the equivalent of a forty-minute class period for each school day of a school year except for a credit or part of a credit toward high school graduation earned (1) at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited, (2) through on-line coursework that is in accordance with a policy adopted pursuant to subsection (g) of this section, or (3) through a demonstration of mastery based on competency and performance standards, in accordance with guidelines adopted by the State Board of Education.

(g) Only courses taken in grades nine to twelve, inclusive, and that are in accordance with the state-wide subject matter content standards, adopted by the State Board of Education pursuant to section 10-4, as amended by this act, shall satisfy the graduation requirements set forth in this section, except that a local or regional board of education may grant a student credit (1) toward meeting the high school graduation requirements upon the successful demonstration of mastery of the subject matter content described in this section achieved through educational experiences and opportunities that provide flexible and multiple pathways to learning, including cross-curricular graduation requirements, career and technical education, virtual learning, work-based learning, service learning, dual enrollment and early college, courses taken in middle school, internships and student-designed independent studies, provided such demonstration of mastery is in accordance with such state-wide subject matter content standards; (2) toward meeting a specified course requirement upon the successful completion in grade seven or eight of any course, the primary focus of which corresponds directly to the subject matter of a specified course requirement in grades nine to twelve, inclusive; [(2)] (3) toward meeting the high school graduation requirement upon the successful completion of a world language course (A) in grade six, seven or eight, (B) through on-line coursework, or (C) offered privately through a nonprofit provider, provided such student achieves a passing grade on an examination prescribed, within available appropriations, by the Commissioner of Education and such credits do not exceed four; [(3)] (4) toward meeting the high school graduation requirement upon achievement of a passing grade on a subject area proficiency examination identified and approved, within available appropriations, by the Commissioner of Education, regardless of the number of hours the student spent in a public school classroom learning such subject matter; [(4)] (5) toward meeting the high school graduation requirement upon the successful completion of coursework during the school year or summer months at an institution accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited. One three-credit semester course, or its equivalent, at such an institution shall equal one-half credit for purposes of this section; [(5)] (6) toward meeting the high school graduation requirement upon the successful completion of on-line coursework, provided the local or regional board of education has adopted a policy in accordance with this subdivision for the granting of credit for on-line coursework. Such a policy shall ensure, at a minimum, that (A) the workload required by the on-line course is equivalent to that of a similar course taught in a traditional classroom setting, (B) the content is rigorous and aligned with curriculum guidelines approved by the State Board of Education, where appropriate, (C)

the course engages students and has interactive components, which may include, but are not limited to, required interactions between students and their teachers, participation in on-line demonstrations, discussion boards or virtual labs, (D) the program of instruction for such on-line coursework is planned, ongoing and systematic, and (E) the courses are (i) taught by teachers who are certified in the state or another state and have received training on teaching in an on-line environment, or (ii) offered by institutions of higher education that are accredited by the Board of Regents for Higher Education or Office of Higher Education or regionally accredited; or ~~(6)~~ (7) toward meeting the high school graduation requirement upon the successful completion of the academic advancement program, pursuant to section 10-5c.

(h) A local or regional board of education may offer one-half credit in community service which, if satisfactorily completed, shall qualify for high school graduation credit pursuant to this section, provided such community service is supervised by a certified school administrator or teacher and consists of not less than fifty hours of actual service that may be performed at times when school is not regularly in session and not less than ten hours of related classroom instruction. For purposes of this section, community service does not include partisan political activities. The State Board of Education shall assist local and regional boards of education in meeting the requirements of this section. The State Board of Education shall award a community service recognition award to any student who satisfactorily completes fifty hours or more of community service in accordance with the provisions of this subsection.

(i) (1) A local or regional board of education may award a diploma to a veteran, as defined in subsection (a) of section 27-103, of World War II or the Korean hostilities, as described in section 51-49h, or of the Vietnam Era, as defined in subsection (a) of section 27-103, who withdrew from high school prior to graduation in order to serve in the armed forces of the United States and did not receive a diploma as a consequence of such service.

(2) A local or regional board of education may award a diploma to any person who (A) withdrew from high school prior to graduation to work in a job that assisted the war effort during World War II, December 7, 1941, to December 31, 1946, inclusive, (B) did not receive a diploma as a consequence of such work, and (C) has been a resident of the state for at least fifty consecutive years.

(j) For the school year commencing July 1, 2012, and each school year thereafter, each local and regional board of education shall create a student success plan for each student enrolled in a public school, beginning in grade six. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.

Sec. 2. Subsection (a) of section 10-4 of the general statutes is repealed and the following is substituted in lieu thereof (*Effective July 1, 2017*):

(a) Said board shall have general supervision and control of the educational interests of the state, which interests shall include preschool, elementary and secondary education, special education, vocational education and adult education; shall provide leadership and otherwise promote the improvement of education in the state, including research, planning and evaluation and services relating to the provision and use of educational technology, including telecommunications, by school districts; shall adopt state-wide

subject matter content standards, provided such standards are reviewed and revised at least once every ten years; shall prepare such courses of study and publish such curriculum guides including recommendations for textbooks, materials, instructional technological resources and other teaching aids as it determines are necessary to assist school districts to carry out the duties prescribed by law; shall conduct workshops and related activities, including programs of intergroup relations training, to assist teachers in making effective use of such curriculum materials and in improving their proficiency in meeting the diverse needs and interests of pupils; shall keep informed as to the condition, progress and needs of the schools in the state; and shall develop or cause to be developed evaluation and assessment programs designed to measure objectively the adequacy and efficacy of the educational programs offered by public schools and shall selectively conduct such assessment programs annually and report, pursuant to subsection (b) of this section, to the joint standing committee of the General Assembly having cognizance of matters relating to education, on an annual basis.

Sec. 3. Section 10-5e of the general statutes is repealed. (*Effective July 1, 2017*)

Approved June 13, 2017

InstructionGraduation Requirements

Graduation from Weston Public Schools implies (1) that students have satisfactorily completed the prescribed courses of study for the several grade levels in accordance with their respective abilities to achieve; (2) that they have satisfactorily passed any examinations and/or standards established by the faculty and approved by the Board of Education; and (3) that they have fulfilled the legally mandated number and distribution of credits required to graduate from high school.

The Board of Education's standards for graduation meet or exceed the state law regarding credits for graduation from high school at all times.

Legal Reference: Connecticut General Statutes
10-221a High School Graduation Requirements

Policy adopted: March 5, 1991

Revised : February 25, 2014

WESTON PUBLIC SCHOOLS
WESTON, CONNECTICUT

Instruction

Graduation Requirements

High School

1. To meet the requirements for a diploma from Weston High School, a student must successfully complete a minimum of 24 credits in grades nine through twelve as follows:

A. English	4
B. Mathematics	3
C. Science	3
D. Social Studies	3 (including 1.0 U.S. History and 0.5 American Government)
E. Fine and Performing Arts	1.0
F. Electives	7.4 (Cluster credits)
G. Physical Education	1.04
H. Health	0.6
I. Other	1.0 Technology

2. Every student must also successfully complete the Weston High School writing portfolio.
3. Cluster credit requirement means that a total of 2 credits must be distributed in at least three of the following four cluster areas:
 - A. Art and Music.
 - B. Business, Computer Science, and Technical Education.
 - C. World Language.
 - D. Applied Learning Experiences.
4. In addition to other graduation requirements, seniors must pass a minimum of three credits during the senior year, including one credit in English, to qualify for graduation.
5. Full-Time Status – The course load expectations for full-time status are:
 - A. Freshmen and Sophomores: Seven courses each semester, all of which must be graded “A” – “F”.
 - B. Juniors and Seniors: Six courses each semester, all of which must be graded “A” – “F”.

Notwithstanding the foregoing, the minimum number of credits required for graduation is 24.

6. Courses listed in the Weston High School Program of Studies booklet and/or course selection sheet and taught at institutions outside of Weston will be accepted for Weston High School credit and included in the student's GPA.
7. All exceptions, including any courses taken pursuant to paragraph 6 above, must be specifically approved in writing by the principal.

Regulation approved: March 5, 1991
Regulation Revised: February 25, 2014
June 6, 2016
February 28, 2017

WESTON PUBLIC SCHOOLS
Weston, Connecticut

Weston High Schools Requirements for Graduation

Area	Current Weston High School Credit Requirements	Area	Class of 2023 Credit Requirements
English – including composition	4.0*	Humanities, including civics and the arts	9
Social Studies - including 1.0 US History and 0.5 American Government	3.0		
Fine and Performing Arts	1.0		
Mathematics - including Algebra I, Geometry and Algebra II	3.0	Science, Technology, Engineering and Mathematics	9
Science - including 1.0 life science and 1.0 physical science	3.0		
Technology (STEM elective)	1.0		
Physical Education	1.04	Physical Education and Wellness	1.0
Health	0.6	Health and Safety Education	1.0
Electives – cluster credit requirements: 2 credits must be distributed in at least three of the following cluster areas: <ul style="list-style-type: none"> • Art and Music • Business, Computer Science, Technology • World Language • Applied Learning Experiences 	7.4	World Language	1.0
		Electives	3.0
		Mastery-based Diploma Assessment	1.0
TOTAL CREDITS	24.0	TOTAL CREDITS	25.0

* Every WHS student must also successfully complete the Weston High School Writing Portfolio